

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Charles A. Murphy, Jr.

Official School Name: Chagrin Falls Intermediate Elementary School

School Mailing Address:
77 East Washington Street
Chagrin Falls, OH 44022-3001

County: Cuyahoga State School Code Number*: 033548

Telephone: (440) 893-7693 Fax: (440) 893-7694

Web site/URL: www.chagrinschools.org E-mail: Chuck.Murphy@chagrinschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Stephen Thompson

District Name: Chagrin Falls Exempted Village Tel: (440) 247-5500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Karen Penler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 2 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 10874

Average State Per Pupil Expenditure: 9939

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	84	57	141	12	0	0	0
5	79	83	162	Other	0	0	0
6	74	76	150				
TOTAL STUDENTS IN THE APPLYING SCHOOL							453

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 1 % Black or African American
 0 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 98 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	453
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.428

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 5

Specify languages:

Russian, German, Dutch, Japanese, Persian

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>33</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	96%	95%	95%	95%	95%
Teacher turnover rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Chagrin Falls Exempted Village School District is comprised of the Village of Chagrin Falls, Chagrin Falls Township, South Russell, Bentleyville, and parts of Bainbridge Township, Russell and Moreland Hills. These municipalities center on the village atmosphere of Chagrin Falls, which was founded over 150 years ago. The school and community are deeply rooted in tradition and a significant number of parents are alumni.

Our school building, which houses approximately 460 students in grades four through six, sits on a small campus of 5 acres that was originally built in 1914 as the district's K -12 facility. We have two art rooms, three music rooms, two computer labs, science lab, gymnasium, cafeteria, auditorium, six rooms for special education, one room for foreign language instruction, one room for gifted education, a library, and twenty regular education classrooms. Our building layout allows us to meet the needs of all students and offer several unique programs to enrich our students' educational experience.

Parent involvement in our school building comes in many formats from a myriad of committees and organizations. Our parent-sponsored organizations help supplement the education, remediation, enrichment and supervision of students and their overall school experience. Our parents help on a regular basis in the classrooms, cafeteria, library, nurses office, and on the playground during recess. We are very lucky to have the following organizations support our educational program by putting their time, money and energy into our school: PTO, Booster Club, Music Lovers, Educational Foundation, Dads' Club and Open Parent Education Network. Our parents and support organizations never hesitate to work in partnership with our school personnel to create the best educational experiences possible.

Each of the four schools in the district is committed to the district's mission statement which is reviewed annually by the administration and Board of Education. Most recently, a district-wide strategic planning committee, composed of certified and classified staff, parents, community members, students and administrators, acknowledged the district's mission as the driving force behind all decisions in the revision of our strategic plan. The district's mission states: "The mission of the School District is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning."

In direct conjunction with the district's mission, the Intermediate School's mission has been created by a leadership team composed of classified and certified staff, parents, and students. The team surveyed our staff and students to find out what they thought were the key components of an ideal school. The building's leadership team then developed the following Seven Basics through which we model our daily practice, behavior and decision making:

As members of our Chagrin Falls family, we will: provide a challenging, innovative and engaging learning environment; celebrate successes; strive for high expectations of staff and students; foster open and ongoing communication; show compassion and respect for each other; instill passion and joy for life-long learning; and share the responsibilities of promoting a welcoming, nurturing and caring school.

Posters of our Seven Basics are displayed in every room of the school. To help reinforce these fundamental tenets, one Basic is read to the school each day during morning announcements. The Seven Basics can also be found on our weekly memos, web site and newsletters. In addition, a different staff member each day reads a thought-provoking message from Project Wisdom that inspires and encourages while imparting an understanding of core ethical values to our staff and students.

The tradition of the Responsive Classroom Program is very important to the culture of Chagrin Falls Intermediate School. Each day in every classroom after announcements, teachers will hold a morning meeting

where each student greets one another, shares news, and does a warm up activity for the day ahead. In addition, the Responsive Classroom approach helps us with rule creation, interactive modeling, positive teacher language, logical consequences, guided discovery, academic choice, classroom organization, working with families and collaborative problem solving. It is our belief that the social and emotional curriculum is just as important as the academic curriculum.

This information serves as a snapshot of reasons why the Chagrin Falls Intermediate School was honored as a Hall of Fame School through the Ohio Association of Elementary School Administrators in 2005. Our entire staff is dedicated to meeting the individual needs of each of our students and providing the most comprehensive range of learning opportunities that will challenge, grow and inspire each child.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The staff, students, parents and community are very proud of our students' academic achievement. Annual state tests, as well as a variety of assessments that occur in the classroom, are ways we demonstrate our students' mastery of the curriculum. Our fourth graders are tested in reading, writing and math, the fifth graders are tested in reading, social studies, science and math, and our sixth graders are tested in reading and math at the state level. We are currently creating short cycle assessments in grades four through six in reading, writing, math, social studies and science. We have also started the process of creating common assessments in the same areas for each unit. We are finding these valuable sources of data which can serve as predictors to student success on the state achievement tests.

Our state report card has four indicators of academic success: number of state indicators met, performance index score, Adequate Yearly Progress (AYP), and a Value Added Measure. Ohio uses these four categories to give each school a rating. The Chagrin Falls Intermediate School has never missed a state indicator and therefore has always received the highest rating of "Excellent". We met ten out of ten indicators and far exceeded the benchmark in all categories. Nine of the ten categories are derived from the academic tests in each grade level, and the tenth category is based on the attendance rate of our students. We scored over 90% passing in all categories except fifth grade social studies where we had 87% of our students pass. In order to earn an indicator, 75% of the students must reach proficient or above for the given assessment. As we look at our data over time, we find that our fourth grade scores in reading and math have increased each year over the last five years. Our fifth and sixth grade scores have remained steady, fluctuating only a few percentage points, either up or down, each year.

Our Performance Index Score of 105 (0-120) reflects the achievement of every student enrolled for the full academic year. The Performance Index Score is a weighted average of all tested subjects and grades. The greatest weight is given to advanced scores (1.2) and the weights decrease for each performance level. The performance levels include: advanced, accelerated, proficient, limited and basic. A score of 105 indicates that many of our students scored in the advanced and accelerated range while very few were limited or basic. This score has remained steady over time.

The state reports scores that are broken down into sub group information based on our demographic data. This determines if we met AYP or not. Each year, our school has met AYP. The two sub groups that our school reports on are white students and students with disabilities. As we look at our data over time, we notice that the sub group of students with disabilities has increased over the past five years in fourth grade reading and math and sixth grade math, while holding steady in fifth grade reading and math and sixth grade reading.

Finally, in the category of Value-Added, it can be seen that our school has met those requirements for this year. This is a new category to our state report card that measures each student's growth every year in math and reading. As we examine this data more carefully, we have found that in fourth, fifth and sixth grade math and sixth grade reading, we either met or exceeded the value-added measure. In fourth and fifth grade reading, we fell short of the value-added measure. This area has become a focus of our staff development this year.

2. Using Assessment Results:

Assessment results inform the instruction at Chagrin Falls Intermediate School. In order for assessment to inform instruction, the first step is for our staff to do an item analysis. This analysis occurs at the beginning of every school year where we review each question on the Ohio Achievement Tests that posed performance problems for our students and discuss when, how and where that standard was taught. We focus on vocabulary, curriculum and instructional practices and look for trends in the data. After that, we re-roster the

test results to look at how each student did on every standard on each test. This sets the stage for potential flexible grouping, small group instruction, differentiated instruction, remediation, and enrichment possibilities in our instructional program. We have a part time reading interventionist that works with students that we identify from the data as at risk throughout the year. In addition, we use this data to determine who we are going to invite each year to our after school tutoring classes in math and reading.

In addition to examining the performance levels of each student, our staff analyzes value added data to determine each student's academic growth over the school year. As a result of this data, we have identified those students who did not make a year's worth of progress, and they have been the focus of work with the reading interventionist as well as our classroom teachers. We have also used the value added data to identify areas in reading that our staff needs additional support in the form of staff development this year.

Finally, we use data from Aims Web and Short Cycle Assessments to inform our instruction. Three times a year we benchmark all of our students in reading fluency and comprehension using Aims Web. Teachers use this data to identify at risk students and measure their progress. We are creating short cycle assessments in all subjects for all grade levels and rubrics in writing that will be given either two or four times a year and will be a measuring stick for our students' readiness for the Ohio Achievement Tests. Teachers use this data to determine what they need to reteach and which students need additional support. We also use this data to aid our decision-making process in our Intervention Assistance Team meetings as well as the student's Response to Intervention (RTI).

3. Communicating Assessment Results:

Chagrin Falls Intermediate School utilizes a variety of methods to communicate individual student performance on an ongoing basis to students, parents and the community, which is the foundation of our success. Students and parents have immediate access to their current academic performance through a web-based grading and educational system (Parent Assist Module). This system, as well as teacher web pages, provides parents and students via the Internet quick access to current grades, attendance, missing work, lesson plans and other resources relevant to each course. In addition, parents and students are also informed more traditionally through quarterly grade report cards and progress reports. Also, twice a year, students, parents and teachers participate in student-led conferences which help complete the communication loop as students lead this valuable time together talking about their progress in meeting their academic goals.

Ohio Achievement Test results for our students are sent home to parents along with a letter of explanation. Our school report card, which is generated by the Ohio Department of Education, is mailed home to parents. A link to our report card can be found on our school's web site as well. This site contains all of the test results over a three year period. All of our newsletters and other useful information can also be found on our web site. In addition, the principal presents assessment results at PTO meetings, Board of Education meetings and other parent group gatherings. Finally, our test results can be regularly found in our local newspapers.

4. Sharing Success:

The staff at Chagrin Falls Intermediate School understands the importance of collaboration in our profession and recognizes that this is something that is not naturally built into our schedule. We take advantage of staff meetings and professional development days to share successes and learn from each other so that we don't have to reinvent the wheel. We use a committee of teachers and administrators to organize our two hour early release days and to plan our district-wide meetings. This helps to set the tone for collaboration and provide the opportunity to do so.

The next Professional Development Day will be a district wide technology day. Several of our Intermediate School teachers are presenting at this workshop which is open to any teacher or administrator outside of our district who would like to attend. We also have a digital academy that is made up of teachers around the

district where sharing is done on a regular basis. Our language arts teachers are involved in a language arts academy where they share instructional practices with others around the district. Finally, our math and science teachers are involved in a program called “Partnering for Success” which is run by Case Western University, John Carroll University, Cleveland State University and Miami University where they meet with teachers from other districts and share instructional practices with each other to increase student achievement over a two year period. The principal is an active member of his professional organization, OAESA, and has had multiple opportunities to collaborate with other educators on issues of instruction, student achievement and school improvement. Our superintendent is very visible and respected at both the local and state levels, often presenting at conferences with other school leaders. If we were fortunate enough to receive the No Child Left Behind – Blue Ribbon Award, we would make a commitment to continue to share our successes and work to improve through collaboration with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Chagrin Falls Intermediate School, our core curriculum of language arts, mathematics, science and social studies is guided by The Ohio Content Standards which is our Board-adopted curriculum. The fine arts and foreign language curriculums are driven by The Ohio Content Standards and the National Standards. As our curriculum committees rewrite the curriculum every five years, we use The Ohio Content Standards as the base and add 21st century skills and technology uses for the standards, benchmarks and indicators. This makes for an enriching and complete curriculum. It is important that we challenge our students and help prepare them for the future. By adding technology and the 21st century skills to our curriculum, we are confident that we have a strong foundation with which to accomplish this objective.

Students at Chagrin Falls Intermediate School are taught reading, writing, spelling and grammar during their language arts period. All the instruction is guided by the standards, benchmarks and indicators from the Ohio Content Standards. Teachers use instructional strategies like guided reading, developmental spelling, writer's workshop and small and large group instruction to deliver the curriculum. Teachers have created curriculum maps and short cycle assessments to inform instruction. They use a variety of assessments to measure student growth and understanding.

Mathematics instruction begins with the Board-adopted program of Trailblazers. This program is one of three that is approved by the National Math and Science Foundation, and we find it to be an exceptional approach to mathematics instruction. This program presents a spiral approach to instruction that focuses on problem solving, exploration, and manipulatives to help students create a deep level of understanding and not just memorizing steps. Trailblazers is aligned to the National Math Standards, and teachers do supplement, on occasion, when one of the Ohio Content Standards is not adequately covered. Our test scores in mathematics have been outstanding, and we believe Trailblazers is one reason why.

The science teachers at Chagrin Falls Intermediate School use a hands-on inquiry based approach to deliver the standards, benchmarks and indicators found in the Ohio Content Area Standards. Students learn and practice the scientific method as a vehicle to learn about earth, space, life and physical science. Textbook modules for each grade level serve as content resources, paired with FOSS and AIMS investigation kits. Our students engage in field investigations at Chagrin Falls Whitesburg Nature Preserve, Holden Arboretum, and the Environmental Education Center at the Cuyahoga Valley National Park. Technology is also an integral part of our science instruction, with all teachers and students utilizing resources for videoconferencing, investigation, research and presentation tools including Google Earth, PowerPoint, National Geographic, QX3+ digital Microscope, and distance learning with NASA. Our students find science to be interesting and motivating because of the hands-on approach to teaching and learning.

We have made an exciting change in our social studies materials this year. We have adopted materials from the American Reading Company, a literature based program that provides teachers with sets of twenty-five leveled nonfiction books per topic taught at each grade level. These materials help us to instruct students at their reading levels, allow us to teach students how to do research, and provide students will an enormous amount of in-depth facts focused on specific topics. In addition, our staff uses electronic field trips, distance learning, and United Streaming to help bring the curriculum to life. The Ohio Content Area Standards use history, geography, economics, government and citizens' rights and responsibilities as vehicles to focus on Ohio History in fourth grade, United States History in fifth grade and World History in sixth grade. Students also do many long-term projects which allow teachers to differentiate instruction while teaching students study skills.

We are very proud of our Fine Arts program at Chagrin Falls Intermediate School. Our fourth, fifth and sixth graders all participate in physical education, music, foreign language and art for approximately sixty minutes a week. Fourth graders receive general music for thirty minutes a week and choose between recorder and strings for the other thirty minutes per week. Fifth and sixth graders choose between general music, strings or band as their music choice. Foreign language development is important to our students who take Spanish for a semester and Chinese for a semester. Fourth graders take guidance and library for 30 minutes a week and fifth and sixth graders use the guidance counselor and the library as a resource on an as needed basis. Technology is woven throughout the curriculum and used to support it through the two computer labs available to classroom teachers. Additionally, most classrooms have interactive whiteboards, projectors and document cameras. All of these are supported by a variety of software packages including Study Island, Microsoft Word, and, among others, reinforcement programs for our Chinese and Spanish classes.

2a. (Elementary Schools) Reading:

Language arts instruction at Chagrin Falls Intermediate School focuses on several aspects of literacy instruction. We use a developmental spelling approach where students are pretested to find out which of the four developmental spelling levels will best suit their needs. Then, students are given appropriate activities like word sorts to help them understand the spelling patterns, word origins, syllable recognition and are eventually tested on their words. It is likely to see two or three spelling tests going on in a language arts classroom at one time. Our teachers use guided reading to help students best develop into life-long flexible readers. Again, students are placed at their “just right” reading levels and are engaged in activities to support the reading standards. Teachers normally have three different reading groups going on at one time. Groups are fluid as students become able to master and apply generalizations. We test every student using Aims Web to monitor his or her fluency and comprehension. This is done three times a year. We also test at-risk students every two weeks to monitor the success of interventions that our teachers have implemented.

Teachers utilize mini lessons and direct instruction to deliver the writing and grammar curriculum. Students use the writing process to improve their writing skills and apply the grammar rules learned in the mini lessons. Writing activities are often done in real world contexts. Teachers in the other content areas understand the importance of reinforcing writing and reading across the curriculum and see this as everyone’s responsibility. We have chosen these instructional approaches in language arts instruction because they have been identified as best practices in the field. By meeting the needs of each student, language arts instruction is individualized, best-fit instruction.

3. Additional Curriculum Area:

The mathematics curriculum at Chagrin Falls Intermediate School challenges the most gifted mathematician with accelerated course offerings while providing rich learning experiences for students that have difficulty with mathematical concepts. Students in fourth and fifth grade who are gifted in math can test into a separate math class taught by a gifted intervention specialist. This teacher uses the Ohio Content Area Standards as the basis of curriculum but moves at an accelerated pace allowing students to explore mathematical concepts at greater depth. In sixth grade, gifted students are placed in the Accelerated Math course, which uses the seventh grade book and curriculum. This puts these students in a track that will afford them the opportunity to take Calculus BC as a senior in high school. Our math curriculum integrates problem solving and higher level thinking throughout. By utilizing Trailblazers, our students are asked to use real life situations to apply mathematical thinking learned in class to solve problems. We also utilize the computer program Accelerated Math to further challenge students by allowing them to work at their own pace.

For those students having difficulty in math, we offer small group math help with our Intervention Specialists two days a week. Some students can enroll in a small group math class also taught by an Intervention Specialist. This class also uses the Ohio Content Area Standards as the basis of curriculum but moves at a slower pace and utilizes a variety of instructional methods such as manipulatives that help to ensure

understanding of concepts. We utilize the on-line computer program Study Island for all students which helps reinforce concepts for those who are struggling, while also helping challenge others by allowing them to work at their own pace. This program is highly aligned to our curriculum standards.

4. Instructional Methods:

Teachers at Chagrin Falls Intermediate School understand that each student possesses a unique learning style, and they utilize differentiated instruction via content, process, and product to meet the individual needs of their students. In addition, teachers incorporate a variety of instructional methods to reach the kinesthetic, visual and auditory learners within their classes. Teachers begin with diagnostic assessment data to create flexible groups to help differentiate instruction. Students are given academic choice in short and long term projects which help to capitalize on their strengths and interests. Higher level questions are frequent and constructed using Bloom's Taxonomy. Teachers utilize intervention periods during their classes to provide students with small group or individual attention to reteach concepts when needed. Teachers use technology in the form of software and hardware to increase student interest and meet individual needs as mentioned earlier. We offer a range of programming options including gifted and accelerated classes, inclusion classes, and small group support classes. Our Intervention Specialists coteach in the language arts and social studies regular education classrooms to help meet the needs of students on IEP's. We also have a reading intervention specialist that helps students in small groups who have been identified as at-risk. At-risk students are also invited to an after school math and reading tutoring class from February through April to help improve their learning through the teaching and reteaching of skills.

Besides general instructional methods and programming options used to differentiate instruction, we utilize content specific instructional methods to meet the individual needs of our students. Our language arts teachers have three novels going at one time, meeting the individual needs of students, developmental spelling, which places each student at one of four spelling stages, and writers workshop, which gives students some choice in writing topics. Our math teachers differentiate instruction by assigning alternate problems that focus on higher level thinking for students that demonstrate mastery in a particular unit. Science and social studies teachers utilize small and long term assignments that integrate student choice that promote interest based learning.

5. Professional Development:

Chagrin Falls Intermediate School has three goals this year: To focus on technology, Understanding by Design and Value Added. Our professional development has been designed to help us meet these three goals. First, in the area of technology, we have eight teachers and the principal enrolled in digital academy, which is a district-wide professional development class that meets once a month for a half day each session. Topics include Power Point, podcasting, wikis, EDU 2.0 and many other technology programs designed to help teachers improve student achievement. Each teacher that joined digital academy received a lap top, Mimio, and a projector for their classroom. In addition to digital academy, we have one full professional development day dedicated to technology, entitled 21st Century Learning and Student Achievement. Finally, at every monthly staff meeting, we use our teachers in digital academy and the district technology team to instruct the rest of the staff on the topics covered in digital academy.

Our district has ten two hour early release and delayed start days for professional development. The staff has dedicated five of those days to study Understanding by Design, by Wiggins and McTighe. A professional development team made up of administrators and teachers plan the activities for the five days which include book discussions, studying of videos, and examination of lesson plans and student work. These hands-on learning opportunities allow teachers to collaborate with others and work individually on the main concepts of the six facets of understanding, enduring understandings, essential questions and assessment.

The other five two hour early release and delayed start days are dedicated to improving student achievement at the building level. The staff at Chagrin Falls Intermediate School examined the data and decided to focus on short cycle assessments. Every grade level in every subject in the building is creating short cycle assessments. This collaborative effort will allow teachers to better gauge student learning and determine what concepts need to be retaught and to whom. Short cycle assessments will be given to students two times a year.

Finally, all of our language arts teachers and the principal are enrolled in Language Arts Academy which meets once a month for a half day each session. Dr. Belinda Zimmerman from Kent State University is the instructor and works with our language arts teachers on the best instructional practices in language arts instruction. They have learned a variety of instructional practices to increase comprehension, build vocabulary and improve fluency. Our philosophy of staff development is that it should be data driven, help us achieve our goals and be on-going and not a one shot deal.

6. School Leadership:

The principal is the catalyst to creating a leadership structure that focuses on improving student achievement. It starts with a philosophy that the entire staff must work together and have a say in the decision making process. The principal meets with the building leadership team once a month to plan staff development opportunities and monthly staff meetings, to discuss building policies and procedures, to help develop part of the budget and to problem solve. This team plays an integral role in setting the direction of the building by using data to drive decision making. This team reports the monthly agenda and discussions back to their grade level teams at their regular biweekly meetings. The leadership team is encouraged to bring agenda items from their grade level meetings for discussion at each meeting.

The principal leads the staff at the beginning of every year by doing an item analysis of the previous year's Ohio Achievement Tests. This examination of the data helps to define the allocation of resources, define professional development opportunities and redefine policies and programs for the following year. Though these decisions are led by the principal, the staff has a tremendous amount of input in the final outcome of these choices. All goals, professional development and resource allocation must impact student achievement in a positive way and be a result of data driven decision making.

The principal meets with the PTO section representatives every month. This meeting is an opportunity for the PTO representatives to bring ideas and concerns of policies, programs and procedures to the principal. The principal is able to test ideas out with these representatives and see things from the parents' perspective. This on-going and proactive communication helps to build relationships and increase communication with parents. Teachers also attend the PTO meetings every month which also helps to build relationships and increase communication.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Test

Edition/Publication Year: 2007 - 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
at or above proficient	95	94	88	82	81
accelerated or above	58	54	54	43	34
Number of students tested	154	140	117	154	128
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
proficient or above	77	78	71	47	59
accelerated or above	14	39	29	13	14
Number of students tested	22	18	24	30	22
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Ohio Achievement Test

Edition/Publication Year: 2007 - 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
at or above proficient	98	95	93	93	89
Accelerated and above	55	69	45	59	25
Number of students tested	154	140	117	154	128
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
at or above proficient	95	78	79	63	59
Accelerated and above	18	33	21	27	5
Number of students tested	22	18	24	30	22
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Test

Edition/Publication Year: 2007 - 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar		
SCHOOL SCORES					
Proficient or above	91	83	89		
Accelerated or above	60	52	59		
Number of students tested	143	115	164		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	4	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Proficient or Above	56	59	56		
Accelerated or Above	31	18	13		
Number of students tested	16	22	32		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state of Ohio did not test in 5th grade mathematics during the 2005 - 06 or 2004 - 2005 school years.

Subject: Reading

Grade: 5

Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
Proficient or above	95	99	92	97	
Accelerated or above	48	56	58	44	
Number of students tested	143	115	164	135	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	4	1	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Proficient or above	69	95	69	87	
Accelerated or above	13	27	22	26	
Number of students tested	16	22	32	23	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There is less than five years worth of data because in 2003 - 2004 the state of Ohio did not test in the area of 5th grade Reading.

Subject: Mathematics

Grade: 6 Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or above	94	95	92	88	95
Accelerated or above	79	81	64	29	44
Number of students tested	124	170	138	147	149
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	2	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Proficient or above	76	77	73	44	72
Accelerated or above	43	48	41	0	6
Number of students tested	0	0	0	0	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Ohio Achievement Test

Edition/Publication Year: 2007 - 2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or above	94	95	99	93	91
Accelerated or above	57	62	72	44	48
Number of students tested	124	170	138	147	149
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	2	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Proficient or above	81	77	95	78	67
Accelerated or above	19	32	55	17	0
Number of students tested	21	31	22	18	18
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: